Board of Regents, State of Iowa

TIER Efficiency and Transformation Review for Enrollment Management and e-Learning

Presentation

October 21, 2015

AGENDA

I.   Setting the Context for the Academic TIER Review (3:30 – 3:45 pm)

II.   Enrollment Management (3:45 – 4:30 pm)
- ✓ Presentation
- ✓ Questions & Answers

III.   e-Learning (4:30 – 5:15 pm)
- ✓ Presentation
- ✓ Questions & Answers

IV.   Wrap Up (5:15 – 5:30 pm)

I. Setting the Context: 150+ Years of Outstanding Service to Iowa

- ❖ University of Iowa and Iowa State University membership in the AAU

- ❖ University of Northern Iowa recognized as one of the best public regional universities in the Midwest

- ❖ Strong local, regional, national and global recognition for quality of teaching, research and service

- ❖ Iowa Regent Universities enroll 85,000 students in graduate and undergraduate programs

I. Setting the Context: 150+ Years of Outstanding Service to Iowa, continued

- Provide 13,000 students access to credit-bearing courses and degree programs, and provide more than 500,000 slots in non-credit programs through Distance Education
- Serve people in every one of Iowa's counties
- Attract $925 million per year in outside funding
- Generate $25 million in revenue for Iowa companies through University discoveries
- Enable 3,255 people to be employed at University research parks (144 companies)

I. Setting the Context: Environmental Challenges In Iowa and Across the Country

- ❖ Changing Demography
  - ✓ Leveling off and possible decline in traditional college-age population
- ❖ Changing Economy
  - ✓ Decline in public financial support for higher education
  - ✓ Concern about costs and student debt
  - ✓ Greater competition from online institutions, the private sector, and non-degree granting programs

I. Setting the Context: The Future Will Not Mirror the Past

❖ Major demographic and economic disruptions require different strategies and tactics to insure continued success.

❖ Strategies and tactics that produced past success will not be sufficient for the future.

II. Enrollment Management: Board of Regents TIER Review

❖ Define Scope of Work
- ✓ Recruitment
- ✓ Admissions
- ✓ Scholarships/Financial Aid
- ✓ Orientation/First Year Success Programs
- ✓ Academic Advisement
- ✓ Registration
- ✓ Counseling
- ✓ Career Services
- ✓ Institutional Research
- ✓ Classroom and Lab Space Input from Ad Astra

❖ Archive Documentation and Create Working Papers for Board and Universities

II. Enrollment Management: Environmental Scan

❖ Iowa has 66 colleges and universities (3 public universities, 15 community colleges, 35 non-profit private schools and 13 for-profit private institutions).

❖ Board Office itself has historically functioned more like a coordinating body than a "system office" and will more than likely remain so in the future.

❖ Iowa Community College Enrollments and the Number of Iowa High School Seniors Entering College Have Decreased; While Iowa Public University Enrollments Have Increased.

❖ While the Number of Freshman Admits to the Three Iowa Public Universities Has Steadily Increased in the Past Ten Years, the Percentage of All Applicants that Enroll Has Steadily Declined.

❖ The Freshman Retention Rates at the University of Iowa, Iowa State University, and the University of Northern Iowa Have Each Fluctuated Around a Narrow Range Over the Past Five Years.

II. Enrollment Management: Environmental Scan, continued

- ❖ In FY 2014-15, the State of Iowa spent $6,471 per year per headcount enrollee (i.e., total undergraduate/graduate enrollment basis) representing a $1,741 or 21% annual reduction since FY 2008-09 as illustrated below.

- ❖ In addition to the tuition increase, in-state annual mandatory fees imposed by each public university from AY 2005-06 to AY 2014-15 reflect an even more marked upward trend, ranging from a 46% increase for Iowa State University to a 94% increase for the University of Iowa.

- ❖ As the Burden of Iowa Public Higher Education Costs Has Shifted from the State to Students and Their Parents, Student Borrowing Has Similarly Increased.

II. Enrollment Management: Environmental Scan, continued

	AY 2009-10	AY 2010-11	AY 2011-12	AY 2012-13	AY 2013-14
UI	$25,515	$26,338	$27,453	$28,131	$28,716
ISU	$30,062	$29,445	$30,374	$29,898	$28,880
UNI	$27,711	$26,770	$24,357	$24,998	$23,163

Source: "Student Loan Debt by Institution". *iowacollegeaid.gov*; Exhibit H, Item #9

# II. Enrollment Management: Environmental Scan, continued

- ❖ The State of Iowa precludes its in-state residents from receiving scholarships to attend one of its public universities.

- ❖ In AY 2013-14 a record high 42,996 students enrolled in approximately 337,000 course credit hours, an average of 7.8 credit hours per student through concurrent enrollment, PSEO and as tuition-paying students at Iowa's Community Colleges.

- ❖ The Regents Admissions Index was established to identify predictors of student success in college. Since its establishment, it has undergone a number of revisions.

II. Iowa Public University Peer Comparisons

❖ Utilized Board approved peers rather than comparing three public universities to each other with regard to rankings

  ✓ Challenges for all three with regard to undergraduates

   ➢ # of applicants

   ➢ Yield

   ➢ ACT scores

   ➢ 4 year graduation rates

   ➢ Availability of aid/indebtedness

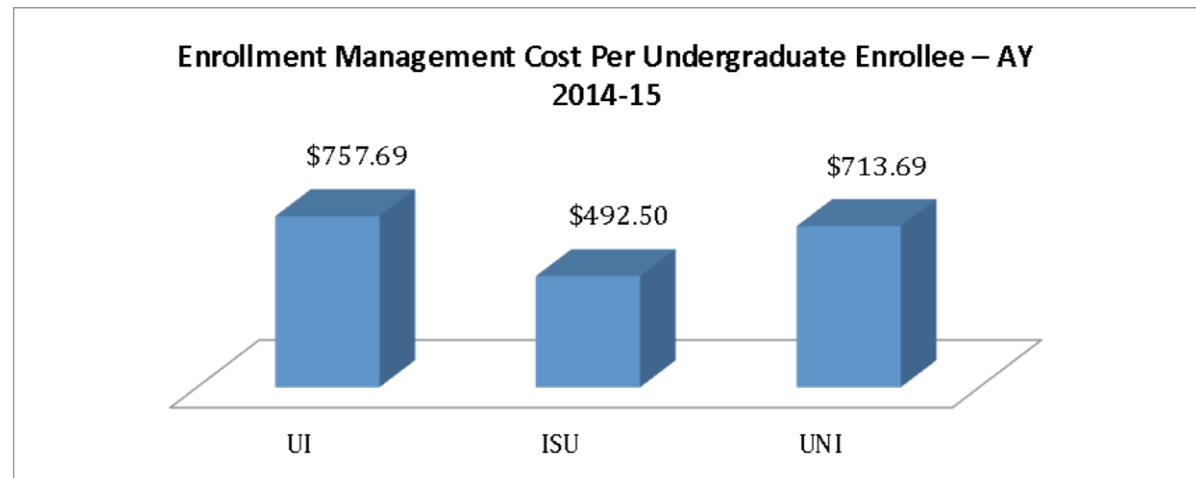## II. Iowa Public University Enrollment Management Comparative Cost Data

❖Freshman Recruitment Costs Vary Widely Among the Three Iowa Public Universities.
  - ✓ The cost to recruit a freshman ranges from $1,084 for Iowa State University to $1,441 for the University of Iowa.

Admissions Cost Per Freshman Enrollee – AY 2014-15

University	Cost
UI	$1,441
ISU	$1,084
UNI	$1,337
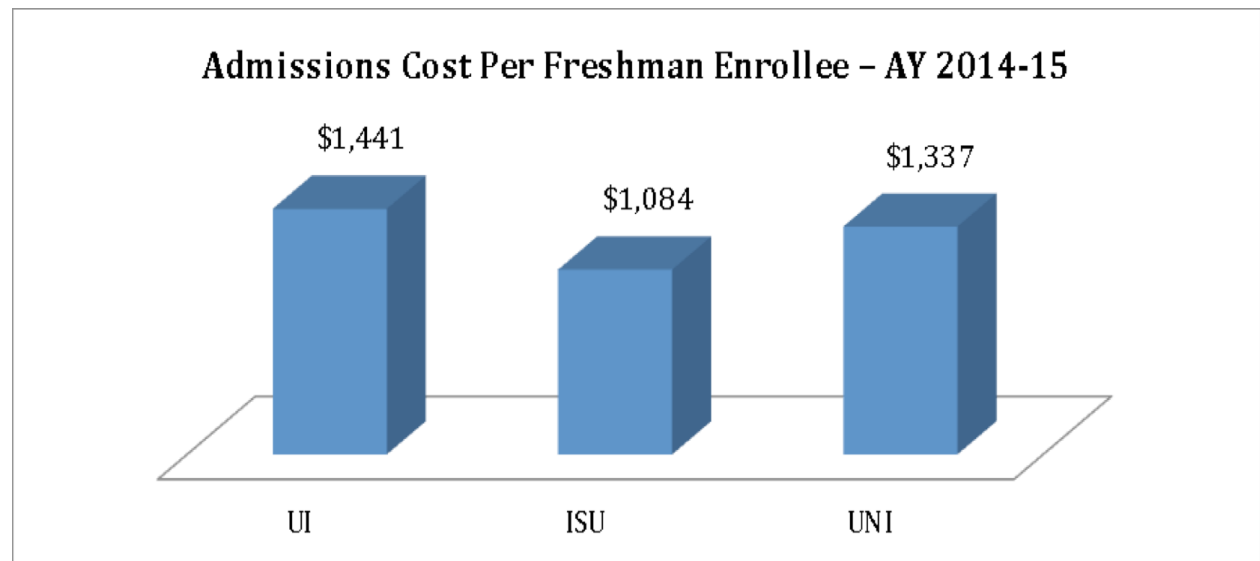
II. Iowa Public University Enrollment Management Comparative Cost Data, continued

❖ For purposes of this analysis, Enrollment Management relates to the cost associated with academic support, advisement, career services, counseling services, financial aid, and the registrar.

✓ The Enrollment Management costs for other than undergraduate admissions ranges from $492.50 for Iowa State University to $757.69 for the University of Iowa.
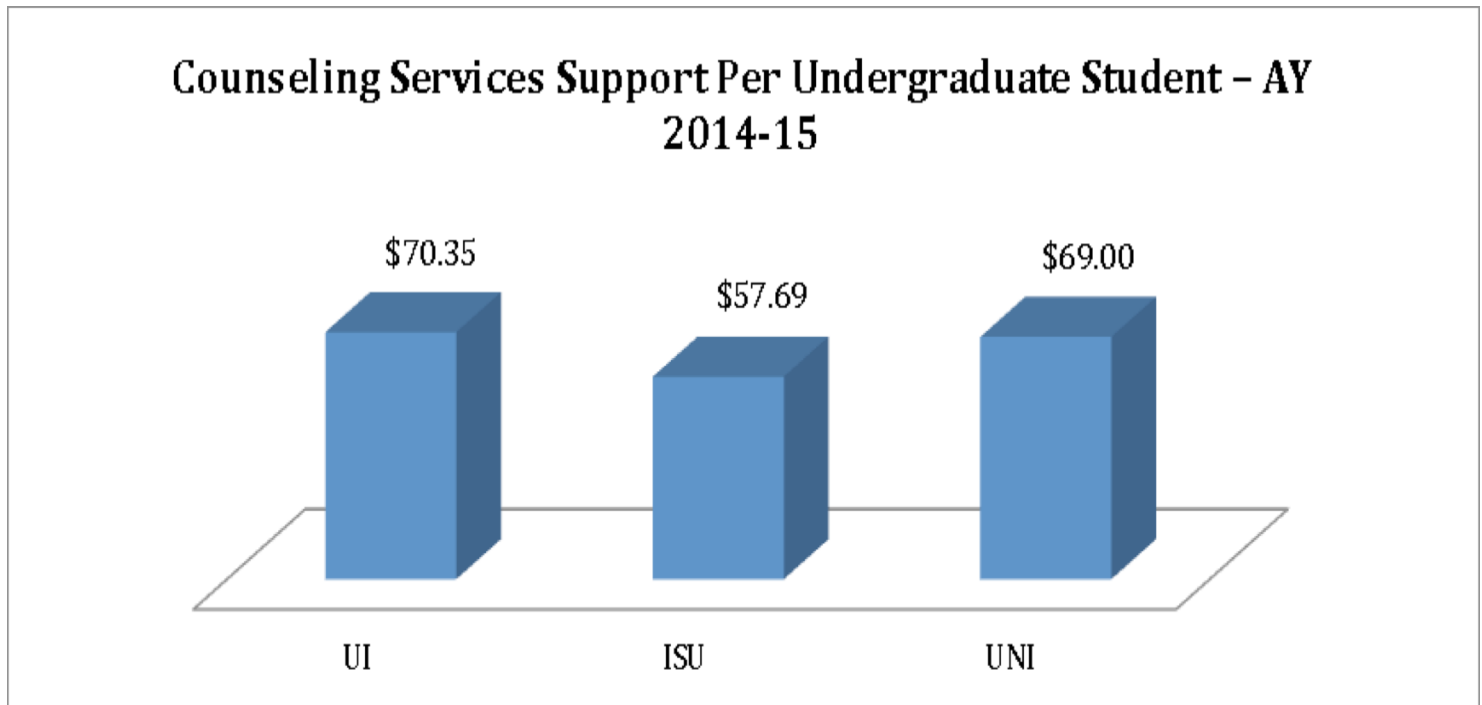

Enrollment Management Cost Per Undergraduate Enrollee – AY 2014-15

$757.69 $492.50 $713.69

UI   ISU   UNI

II. Iowa Public University Enrollment Management Comparative Cost Data, continued

❖Academic Support Dramatically Differs for the Three Iowa Public Universities.

✓The expenditure per undergraduate student to provide central academic resources such as learning/study strategies, supplemental instruction and tutoring support ranges from $33.85 for Iowa State University and $37.74 for the University of Iowa to $118.02 for the University of Northern Iowa.

Academic Support Per Undergraduate Student – AY 2014-15

$37.74 — UI

$33.85 — ISU

$118.02 — UNI
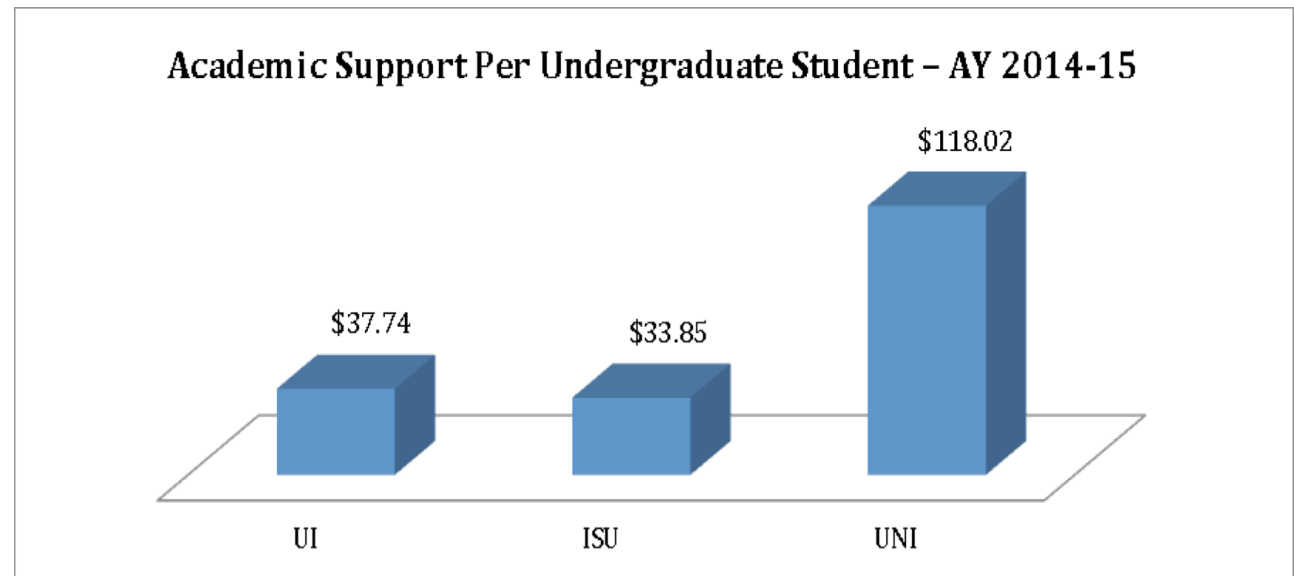
II. Iowa Public University Enrollment Management Comparative Cost Data, continued

❖Expenditures for Student Counseling Vary at the Three Iowa Public Universities.

Counseling Services Support Per Undergraduate Student – AY 2014-15

University	Support
UI	$70.35
ISU	$57.69
UNI	$69.00

II. Iowa Public University Enrollment Management Comparative Cost Data, continued

❖In summary:
- ✓ It costs more to admit a freshman than it does to provide enrollment management services to undergraduates on a <u>per</u> <u>capita</u> basis.
- ✓ UNI offers a much broader range of centrally-provided Academic Support programs and invests significantly more on those programs on a per undergraduate student basis than either UI or ISU.
- ✓ The funding level provided for Student Counseling services support at ISU moderately trails that expended per undergraduate student at both UI and UNI.

II. Enrollment Management Best Practices: National Trends

❖ *Undergraduate Admissions and Recruitment*
  - ✓ Strategic Use of Enrollment Data to Develop Strategic Enrollment Management Plans
  - ✓ Utilization of Data to Evaluate Recruitment Strategies
  - ✓ Utilization of Social Media to Recruit Undergraduate Students

❖ *Financial Aid*
  - ✓ Virtual Self-Service
  - ✓ Financial Aid Modeling
  - ✓ Financial Aid Office Automation

❖ *Graduation Rates*
  - ✓ Essential Elements of Time-To-Degree Completion
  - ✓ State Policy Impacts Higher Education Graduation Rates

II. Enrollment Management Best Practices: National Trends, continued

❖ *Retention Rates*
- ✓ Fiscal Benefits of Student Retention
- ✓ Retention as a Solution for Minimizing University Cost Increases

❖ *Student Success*
- ✓ One-Stop Consolidated Service Support
- ✓ Student Advisement

❖ *Institutional Research*
- ✓ Data Collection and Reporting
- ✓ Expanding Institutional Research Capacity Beyond Compliance Reporting

II. Iowa Public University Exemplars

❖ *University of Iowa*

- ✓ Summer Hawk Tuition Grant Program
- ✓ A total of 36 "Undergraduate to Graduate" programs designed to facilitate the transition to graduate school, including two recently developed programs:
  - ➢ College of Law "3 + 3" Program
  - ➢ College of Public Health "Undergrad to Grad" Program

❖ *Iowa State University*

- ✓ Iowa State Learning Community Program
- ✓ Coordinated Network of Career Services

❖ *University of Northern Iowa*
  - ✓ Pre-enrollment initiatives
  - ✓ First-year course/academic learning communities
  - ✓ Residential learning communities
  - ✓ Early warning/intervention programs
  - ✓ Academic support services
  - ✓ Targeted support programs for identified needs
  - ✓ Support initiatives for timely graduation, and
  - ✓ Services provided to students within one-stop support center environments.

II. Enrollment Management Preliminary Recommendations

❖ Undertake a statewide strategic planning process that takes into account the current and projected demographic pattern of high school graduates on each of the sectors of higher education in the state.

❖ Determine how to more effectively leverage the Senior Year Plus Program that encompasses Concurrent Enrollment, the Postsecondary Enrollment Options Program, Advanced Placement, Career Academies, Regional Academies and Project Lead the Way to reduce the time to degree at the Iowa public universities.

II. Enrollment Management Preliminary Recommendations, continued

❖ Advocate for a State-funded need-based aid program and merit scholarships on behalf of Iowa residents attending the three public universities.

❖ Charge the three public universities with developing strategic enrollment management plans and accompanying performance metrics that are germane to the specific mission of their institution and their Board approved Peer List.

II. Enrollment Management Preliminary Recommendations, continued

❖ Determine whether the Regent Admission Index (RAI) remains a viable mechanism for determining success given the findings of the peer comparisons of each the three public universities.

❖ Increase both the retention and graduation rates at the Iowa public universities.

❖ Make strategic investments in Enrollment Management Programs at the University of Iowa and Iowa State University.

II. Enrollment Management Preliminary Recommendations, continued

❖ Ensure that existing and newly designed First-Year retention programs are intentionally and strategically designed with clearly defined goals and outcomes that are continually tracked.

❖ Develop and/or modify the one-stop student service strategies germane to each of the Iowa public universities.

❖ Establish and fund an Institutional Research function with the mission of building and maintaining institutional databases.

III. e-Learning: Board of Regents TIER Review

❖ Potentially effective response to the demographic and economic disruptions confronting higher education in Iowa and the country.

III. Major Components of e-Learning

❖ Environmental Scan
  ✓ Conceptual framework
  ✓ Models of systematic approaches to e-Learning
❖ Current Status of Distance Education and e-Learning at Iowa Regent Universities
❖ Preliminary Recommendations
❖ Challenges

III. Environmental Scan: Conceptual Framework

- ❖Blurred boundaries between "traditional" Distance Education and "traditional" on-campus enrollment
- ❖In 2014, there were 19,487 on-campus students who were <u>also</u> taking at least one distance or online course; and 12,874 true distance education students.
- ❖Between 2011 and 2014, "blurred" enrollment grew by 76% - 4 times the growth of "true "enrollment
- ❖"E-Learning" and "Distance Education" defined

III. Environmental Scan: Models of Systematic Approaches to Distance Education and e-Learning

❖University of Phoenix

❖University of Southern New Hampshire

❖MOOCs

❖Arizona State University

University of Phoenix

- Disrupted/revolutionized higher education
- Wide array of online and face-to-face undergraduate and graduate programs
- New models of curriculum development and instruction; emphasis on standardization
- Heavily marketed
- Grew to a total enrollment of 480,000, and became the largest recipient of Federal financial aid
- Persistent challenges with success / completion rates
- Meteoric rise followed by faster collapse; current enrollment at 50% of peak
- Persistent concerns about recruitment strategies
- Recently put on probation by the Department of Defense, a step with very serious consequences

University of Southern New Hampshire

- ❖ Phoenix approach to instruction with strong emphasis on student support
- ❖ But a not-for-profit institution
- ❖ Linked to a traditional campus, which now enrolls 3,000 students
- ❖ Online enrollment at 30,000
- ❖ Online and on-campus programs separate in all dimension

MOOCs

- ❖ Widely-publicized mass education platforms that attract hundred of thousands of students

- ❖ Successful in recruiting highly-educated students, and in highlighting strong "brands": (University of Iowa and Iowa State as good examples)

- ❖ Very low completion rates – even for single courses; no successful MOOC-based degree program

- ❖ Not yet suitable as replacements for traditional colleges (failed major experiment at San Jose State)

Arizona State University

- ❖ Ambitious goals for growth of e-Learning
- ❖ In the context of ambitious goals for overall growth and enhancement of a large, public university
- ❖ Seeks nothing less that greater access; greater student and institutional success; greater research funding; and lower costs
- ❖ Heavily marketed, including in Iowa
- ❖ Strong, clear – but concise - set of desired outcome indicators that are monitored regularly
- ❖ Final verdict still out, but ASU has made considerable progress
- ❖ Not seeking a "quick fix" but a sustained effort
- ❖ A model for the Iowa Regent Universities to follow carefully

III. Current Status of Distance Education and e-Learning at Iowa Regent Universities

❖ Substantial enrollments:
  - ✓ 32,361 students in credit-bearing courses
  - ✓ 500,000+ enrollments in non-credit bearing units

❖ Substantial revenues:
  - ✓ $ 58 million in total revenue
  - ✓ Between 70% and 80% total revenue allocated to instruction support and general support

Common Approach to Distance Education and e-Learning "The Iowa Regents' Model"

- ❖ A strong focus on linking distance education programs to existing, traditional face-to-face programs that are viewed as central to each University's traditional "brand"
- ❖ A strong commitment to using full-time faculty as instructors in both face-to-face and distance education programs
- ❖ A strong, explicit commitment to ensuring that all courses and programs offered at a distance of online are of at least comparable quality to programs offered face-to-face

III. Current Status of Distance Education and e-Learning at Iowa Regent Universities, continued

Strengths and Challenges
- ❖ Extensive enrollment data
- ❖ Limited and largely non-comparable financial data
- ❖ Largely independent programs
- ❖ Limited collective planning
- ❖ Limited marketing
- ❖ No unified web presence (therefore low visibility)

III. e-Learning Preliminary Recommendations

❖ The "Iowa Regents' Model" that has emerged from the experiences of all three Iowa Regent Universities should be formally adopted as the foundation for future e-Learning at the Iowa Regent Universities

❖ The Regents and the Universities should establish much more ambitious e-Learning goals in coming years, with annual increases in enrollment and revenues of at between 10% and 15%

❖ This model and these goals should form the nucleus of a new "e-Learning Strategic Plan"

III. e-Learning Preliminary Recommendations, continued

❖ Growth should be based on:
  - ✓ Increases in online Summer School offerings
  - ✓ Development of online versions of high-enrollment general education courses
  - ✓ Enhancement of already strong community college and secondary school linkages
  - ✓ Continued development of fully online degree completion and professional graduate programs in high demand areas
  - ✓ Collective development of a course on "How to Learn Online"

III. e-Learning Preliminary Recommendations, continued

❖ Develop common templates, based on common definitions, for:

- ✓ Program planning
- ✓ Enrollment reporting
- ✓ Financial reporting
- ✓ Quality assurance (based on universal acceptance of "Quality Matters" rubrics

❖ Develop a series of nested "Dashboards" to provide summary indicators at the Regents and University level

❖ Establish a common "portal" – an "IOWA REGENTS ONLINE" that provides one-stop access to online and distance programs offered at all three Iowa Regent Universities – supplementing, not duplicating what each University does separately.

❖ Launch an extensive, multi-media marketing campaign to drive traffic to "IOWA REGENTS ONLINE"

III. e-Learning Preliminary Recommendations, continued

❖ Insure greater cross-University collaboration to produce maximum program reach with minimum program duplication.

❖ Insure that the Board of Regents holds itself, its Executive Director, and the Presidents of each of the three Iowa Regent Universities responsible for promoting effective collaborative programs.

III. Challenges

❖ Demography

❖ Regents' Collective Infrastructure

❖ Culture of Institutional Independence (simultaneously a strength and a challenge)

IV. Wrap Up

❖Thank you!